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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on grouping students and pacing instruction is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #15

Grouping Students and Pacing Instruction

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Grouping Students and Pacing Instruction

(All references are fully documented in enclosed bibliography, or on reference list attached to this lecture)

by Carol Nelson

Lecture

When most educators think of grouping students the first -- and sometimes only -- kind of grouping that comes to mind is ability grouping. Slavin (1987) calls ability grouping "one of the oldest and most controversial issues in education." Slavin looked at studies of several kinds of grouping: between-class grouping (e.g., tracking, streaming) and within-class (e.g., reading and math groups), and concluded that "[a]lmost without exception, reviews from the 1920s to the present have come to the same conclusion: that between-class ability grouping has few if any benefits for student achievement" (p. 293). In spite of findings such as these for half a century "the practice is nearly universal in some form in secondary schools and very common in elementary schools. Recent data are lacking, but over time most teachers at all levels have reported both using and believing in some kind of ability grouping" (pp. 293,4).

The most common type of grouping, and the type that has been researched the least, is that of within-class reading ability grouping. The usual number of groups used is three. Advocates

of this plan, according to Dallmann et al. (1982) justify it by facts such as these, which are supported somewhat by various studies:

-- At the first grade level, the range of achievement in a class can be expected to be two or more years.

-- At the fourth grade level, the range of achievement in a class may be four years or more.

-- At the sixth grade level, the range of achievement in a class may be six years or more.

Because children and teachers differ so widely, no one plan for grouping fits every situation. Grouping practices that are appropriate for one class may not meet the needs of another class. Whatever the grouping plans, it should be remembered that grouping children for reading instruction is a means for facilitating learning; it is not an end in itself.

Grouping within a room has some limitations. The three-group plan, or any other plan for homogeneous grouping, may make the children and their parents conscious of differences in achievement. This creates pressure on a child to measure up to the others in reading. Individual differences remain within the groups, and there is some danger that the teacher will assume that the differences have been taken care of by the mere fact that the three reading groups are in operation.

Seventeen years ago Whipple wrote to an audience of administrators that "[i]n the vast majority of elementary classrooms

the chief concession made to the individuality of children is that of sorting them into two or three reading groups, usually on the basis of scores on a reading test. Since such scores represent only one aspect of ability, the children in a group still differ in numerous other important characteristics. However, most teachers equate the reduction in range of ability with homogeneity and make their instruction in each group uniform. All the pupils in a group must carry out the same reading activities using the same reading materials at the same time. School principals need to convince teachers that even after pupils have been sorted on some one basis, many important individual differences still exist within every group, and instruction should be adapted to meet the needs of each child" (p. 25).

Agreeing with Whipple, Dallmann et al. emphasize that if the teacher uses the same material with all pupils, allowing only for a difference in the speed with which the groups are expected to read them, the problem of individual needs still remains unsolved. However, when teachers use different material for the groups, the amount of preparation of work is greatly increased. Teachers must be willing to expend this extra energy to meet the needs of all the children in their classes.

Often teachers find themselves with one reading group, usually the lowest, for which a group lesson is unprofitable. The group might include children who range in ability from pre-primer

to first-reader level. With a primer some children would be at a frustration level and others would be unchallenged. Only the children actually reading at the primer level would profit. An individualized approach would be more beneficial for these children. In a thirty-minute period with this group, the teacher could spend about three minutes with each child. The others could read ahead silently in the book appropriate for them, asking for help when they met new words. Each child could progress at her or his own rate, and no two would be at the same point. Four or five minutes could be used for group discussion, motivation, words difficult for several children, and the like. Whenever the range of individual abilities in a group is so wide that it is impossible to choose a reading text that is reasonably satisfactory for the group's members, use of individualized approach with that group should be considered.

Much of the effectiveness of grouping within the class will depend on the children's understanding of the purpose for which they are assigned to the groups, and on the teacher's attitudes and expectations. Harris and Sipay note that since the publication of Pygmalion in the Classroom (Rosenthal and Jacobson, 1968) there have been frequent claims that teachers' attitudes toward pupils influence teacher expectations, these expectations influence how they treat and instruct students, which in turn determines how well the students achieve. Many studies, such as that done by

Hiebert (discussed in the Harp article in the package) have looked at teacher attitudes and methods while teaching different groups. These studies often show that the high groups receive the best instruction geared to critical thinking and reading, while the lower groups receive instruction that is less stimulating.

Some researchers have noted that many teachers give nonverbal clues to their students that they enjoy teaching the higher groups more than lower ones, and that they expect less from the lower groups in the way of progress. Eder (1983), discusses subtle signals by which children receive information about the reading groups in their class.

Many of the undergraduates one of our instructors has taught over the past several years have discussed their feelings about ability grouping when they were in elementary school. Recently, Rick wrote about why he always worked hard to remain in the middle group. He explained, "The higher group, you see, always had so much stuff to do and I never saw those kids out at recess because they had to say in and finish what they had started. Now the lower group (for lack of a better name) was not the group to be in either. Even as young as first grade, I knew what it meant to be in the lower group and how those kids were thought of as 'slower' than the rest of us. This is the problem with labeling and grouping."

Monica wrote, "I have nothing but bad memories about my reading groups in elementary school. I was constantly being left behind and humiliated by my teacher.... No attempt to help me as an individual by my teacher was ever made. If it ever had been made it probably wouldn't have been a pleasant one. I think that teachers should be more patient with those students who have reading problems and maybe offer other ways to help them than put them in the low group."

These young people are college juniors majoring in elementary education. Two things stand out from what they have to say: 1) These impressions have lasted very clearly and strongly for over ten years, and 2) if this is how youngsters who eventually attended college felt, what would those who quit school or those who did not go to college for various reasons have to tell us about their memories of ability groups?

Many writers emphasize the importance of keeping your groups flexible. However, Eder (1983) found that when ability groups are in place, and teachers try to move students up or down from one group to another, more problems may be created than solved (see p. 160).

Other kinds of grouping may be the answer. Classification of children in groups should frequently be determined by specific purposes. For example, groups may be organized for the express purpose of providing instruction in developmental reading, and

individual children should be regrouped as their performance requires. In other cases, a group may be devoted to the study of specific skills, regardless of the general proficiency of the members. Research groups may be formed for pupils who wish to investigate a similar problem. Other groups interested in the same theme -- such as pets, airplanes, plants, railroads -- may plan presentations to the whole class. In some instances groups may be formed in which the better readers help the slower ones.

Johnson and Johnson (1987) are well-known proponents of this last type of grouping. Using the term "cooperative learning," they propose that students work together in heterogeneous groups. These groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. Stressing that "nothing is more basic than learning to use one's knowledge in cooperative interaction with other people," Johnson and Johnson state:

> In both educational and work settings, peers have a strong influence on productivity. Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone. Especially when a child or adolescent has poor student skills or is unmotivated, cooperative interaction with peers has powerful effects on productivity. Supportive relationships with peers are also related to the amount of effort made in achievement situations (p. 27).

Johnson & Johnson recommend assigning students of high-, medium- and low-abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically-oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others in order to maximize the heterogeneous makeup of each group.

As the group works together as a team some of the benefits Johnson & Johnson predict for the individual members are higher critical thinking competencies, a liking for classmates, improved collaborative competencies, an understanding of other perspectives, and higher self-esteem. The implications of these results for teachers are as follows:

1. Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

2. Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

3. Students should be encouraged to keep each other on task and to discuss the assigned material in ways that ensure elaborate rehearsal and the use of higher level learning strategies.

4. Students should be encouraged to support each other's efforts to achieve; to regulate each other's task-related efforts; to provide each other with

feedback; and to ensure that all group members are verbally involved in the learning process.

5. As a rule, cooperative groups should contain low-, medium-, and high-ability students to help promote discussion, peer teaching, and justification of answers.

6. Positive relationships among group members should be encouraged.

Eldredge and Butterfield also looked at heterogeneous versus homogeneous grouping. Their findings support Johnson and Johnson's idea that mixed grouping has many positive attributes including that children do not have to be stigmatized with a low-group label, and that teachers may actually find it requires less work.

Arnold, in her poignant description of Wendy ("a shrinking violet") offers us a case study which must give us all cause to stop and think about our grouping efforts. We know that we as educators must make many choices every year about grouping arrangements. After reading this paper, the articles, the abstracts in the bibliography -- all of which present many ideas about grouping in the classroom -- the final decision about what kinds of grouping you will do in your classroom is yours. As Slavin (1987) readily acknowledges, grouping does not produce achievement; instruction does. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions

that are right for themselves, for their classroom situation and for their students.

References

Dallmann, M., Rouch, R., Char, L., & DeBoer, J. (1982) The teaching of reading. New York: Holt, Rinehart and Winston.

Harris, A. & Sipay, E. (1980). How to increase reading ability. New York: Longman.

Johnson, D. & Johnson, R. (1987). Learning together & alone: Cooperative, competitive, & individualistic learning. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Whipple, G. (1972). A modern reading program for this season in Carlson, T. (ed.) Administrators and reading. New York: Harcourt Brace Jovanovich, Inc.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ379390
AU: Arnold,-Janis
TI: A Shrinking Violet.
PY: 1988
JN: Learning; v17 n1 p40-42 Jul-Aug 1988
AV: UMI
DE: Grade-3; Primary-Education; Reading-Strategies; Student-Attitudes
DE: *Ability-Grouping; *Parent-Teacher-Cooperation;
*Reading-Difficulties; *Reading-Instruction
AB: A third grade teacher describes her experience of dealing with a child who had reading difficulties. Close work with the student's mother and a reevaluation of how the students were assigned to reading groups lead to a striking improvement in the student's reading performance. (JD)

AN: EJ250550
AU: Bayer,-Ann
TI: A Social Status Hierarchy: Reading Groups.
PY: 1981
JN: Viewpoints-in-Teaching-and-Learning; v57 n3 p49-57 Sum 1981
AV: Reprint: UMI
DE: Grade-1; Group-Instruction; Primary-Education
DE: *Ability-Grouping; *Classroom-Environment; *Group-Status;
*Reading-Ability; *Reading-Achievement; *Reading-Instruction
AB: A study was done to determine the social status and hierarchy attached to reading achievement in a first grade class. In addition to learning to read, children are tacitly learning that reading is the most important subject to be mastered in school and that both group and individual status is determined by the reading group to which one belongs. (JN)

AN: ED204719
AU: Carlon,-Robert
TI: Prescribed Individualized Reading Program.
PY: 1981
NT: 24 p.; Submitted to the Bear Lake School Board.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Diagnostic-Teaching; Elementary-Education; Program-Descriptions;
Reading-Achievement; Reading-Diagnosis; Reading-Instruction
DE: *Ability-Grouping; *Individualized-Instruction; *Program-Content;
*Program-Evaluation; *Reading-Programs
AB: Intended for reading teachers and others involved in the testing or placement of students, this paper describes the development and evaluation of a prescribed individualized reading program. Following an introduction to the program (which allows students to progress through each reading level at their own pace), the second and third sections of the paper discuss background information and program goals. The fourth section describes the students involved in the program while the fifth chapter provides a detailed description of the program itself. The remaining three sections detail the program

evaluation and its results and present the conclusions and recommendations of the evaluators. (HTH)

AN: EJ247570
AU: Davis,-Sharon-A.; Haller,-Emil-J.
TI: Tracking, Ability, and SES: Further Evidence on the "Revisionist-Meritocratic Debate."
PY: 1981
JN: American-Journal-of-Education; v89 n3 p283-304 May 1981
DE: Grade-8; Junior-High-Schools; School-Counselors
DE: *Junior-High-School-Students; *Socioeconomic-Status; *Student-Placement; *Track-System-Education
AB: A study of the practice of high school tracking was conducted with 483 eighth graders and their guidance counselors. The study aimed at determining the relationship between socioeconomic status and track placement. (CM)

AN: EJ368304
AU: Dreeben,-Robert
TI: Closing the Divide: What Teachers and Administrators Can Do to Help Black Students Reach Their Reading Potential.
PY: 1987
JN: American-Educator:-The-Professional-Journal-of-the-American-Federation-of-Teachers; v11 n4 p28-35 Win 1987
DE: Academic-Achievement; Educational-Environment; Educational-Improvement; Improvement-Programs; Instructional-Improvement; Racial-Differences; School-Policy; Teacher-Role; Track-System-Education; White-Students
DE: *Black-Students; *Curriculum-Development; *Individualized-Instruction; *Pacing-; *Primary-Education; *Reading-Improvement
AB: Examination of about 300 Black and White first graders demonstrates that providing a great deal of instructional time and using high-quality, challenging materials are critical to student success in reading and that grouping students by ability within a class and then matching the pace of instruction to students' ability bolsters achievement. (BJV)

AN: EJ290268
AU: Eder,-Donna
TI: Ability Grouping and Students' Academic Self-Concepts: A Case Study.
PY: 1983
JN: Elementary-School-Journal; v84 n2 p149-61 Nov 1983
AV: UMI
DE: Comparative-Analysis; Grade-1; Primary-Education; Reading-Instruction; Teacher-Influence
DE: *Ability-Grouping; *Elementary-School-Students; *Group-Dynamics;

*Perception-; *Self-Concept
AB: Issues examined were (1) the degree to which first-grade students engaged in within-group and across-group comparisions and were aware of group differences, and (2) the relationship between teacher praise and students' group levels and academic performances. (RH)

AN: EJ251643
AU: Eder,-Donna
TI: Ability Grouping as a Self-Fulfiling Prophecy: A Micro-Analysis of Teacher-Student Interaction.
PY: 1981
JN: Sociology-of-Education; v54 n3 p151-62 Jul 1981
AV: Reprint: UMI
DE: Academic-Ability; Academic-Achievement; Elementary-Education; Grade-1; Student-Motivation
DE: *Ability-Grouping; *Educational-Assessment; *Educational-Sociology; *Student-Teacher-Relationship
AB: This paper examines the nature and extent of differences in the learning contexts of ability groups in a first-grade classroom. Observation, interviewing, and analysis of video-taped interaction during group lessons were used to identify major behavioral differences across groups and crucial processes within groups. Findings indicated that less able students were generally assigned to less stimulating groups. (Author/DB)

AN: EJ341097
AU: Eldredge,-J.-Lloyd; Butterfield,-Dennie
TI: Alternatives to Traditional Reading Instruction.
PY: 1986
JN: Reading-Teacher; v40 n1 p32-37 Oct 1986
AV: UMI
DE: Ability-Grouping; Comparative-Analysis; Elementary-Education; Reading-Comprehension; Reading-Research; Teaching-Methods; Vocabulary-Development
DE: *Basal-Reading; *Beginning-Reading; *Childrens-Literature; *Decoding-Reading; *Phonics-; *Reading-Instruction
AB: Concludes that three experimental programs were more effective than traditional approaches in beginning reading instruction: (1) a literature program using special decoding strategies, (2) a literature program not using the special strategies, and (3) a traditional basal approach using the special decoding strategies. (FL)

AN: ED251431
AU: Emmer,-Edmund-T.
TI: Management and Instruction Strategies for Heterogeneous Elementary School Classrooms. R&D Report No. 6009.
CS: Texas Univ., Austin. Research and Development Center for Teacher Education.
PY: 1984

NT: 40 p.; For a related document, see SP 025 441.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Academic-Ability; Class-Organization; Classroom-Techniques; Elementary-Education; Individual-Differences; Mathematics-Instruction; Peer-Teaching; Reading-Instruction
DE: *Ability-Grouping; *Academic-Achievement; *Grouping-Instructional-Purposes; *Individualized-Instruction; *Teaching-Methods; *Team-Teaching
AB: A variety of methods can be used for instructing classes having highly heterogeneous students, including individualization of instruction, homogeneous grouping, team teaching, and modifying whole-class instruction. Through classroom observations and teacher interviews, the prevalence of such methods in 32 second- and third-grade classrooms were studied, and the relationships between these methods and student achievement were examined. A greater variety of approaches to heterogeneity was observed in reading instruction than in mathematics instruction. Very few relationships were found between use of the various approaches and achievement gains in mathematics. In reading, however, greater achievement gains were associated with the extent of team teaching arrangements, use of individualized instruction, and several other variables. (Author/JD)

AN: EJ357059
AU: Eshel,-Yohanan; And-Others
TI: Open Education and Reading Comprehension of High-Ability and Low-Ability Elementary School Pupils.
PY: 1987
JN: British-Journal-of-Educational-Psychology; v57 pt2 p166-78 Jun 1987
DE: Analysis-of-Variance; Comparative-Analysis; Conventional-Instruction; Developed-Nations; Elementary-Education; Foreign-Countries; Hypothesis-Testing; Literature-Reviews; Predictor-Variables; Pretests-Posttests; Tables-Data
DE: *Ability-Grouping; *Intermode-Differences; *Learning-Processes; *Open-Education; *Reading-Comprehension
AB: Describes study of 435 Israeli elementary school students to assess effects of open education on reading comprehension assignments. Literature on open education is reviewed, the hypotheses tested are described, results are analyzed comparing the effects of open education with the effects of traditional classroom instruction, and 46 references are provided. (Author/LRW)

AN: EJ285978
AU: Felmlee,-Diane; Eder,-Donna
TI: Contextual Effects in the Classroom: The Impact of Ability Groups on Student Attention.
PY: 1983
JN: Sociology-of-Education; v56 n2 p77-87 Apr 1983
AV: Reprint: UMI
DE: Classroom-Research; Grade-1; Learning-Motivation;

Primary-Education; Reading-Attitudes; Reading-Difficulties; Reading-Research; Self-Concept
DE: *Ability-Grouping; *Attention-Span; *Grouping-Instructional-Purposes; *Reading-Instruction
AB: How students' ability group assignments affect their attention spans is examined. Data were gathered from videotaped lessons of first-grade reading groups. Assignment to a low-ability group had a strong negative effect on student attentiveness, suggesting that classroom factors are important in shaping student behavior. (Author/IS)

AN: EJ344481
AU: Gamoran,-Adam
TI: Instructional and Institutional Effects of Ability Grouping.
PY: 1986
JN: Sociology-of-Education; v59 n4 p185-98 Oct 1986
AV: UMI
DE: Early-Reading; Educational-Sociology; Grade-1; Institutional-Research; Instructional-Effectiveness; Methods-Research; Word-Recognition
DE: *Ability-Grouping; *Academic-Achievement; *Academically-Gifted; *Reading-Instruction
AB: Reviews research findings on ability grouping. Attempts to document the mechanisms through which stratification in schools influences student achievement, focusing on within-classroom ability grouping in 12 first grade classes. Results indicate that grouping has no direct effect on reading achievement by the end of the year. (JDH)

AN: ED245821
AU: Gamoran,-Adam
TI: Egalitarian versus Elitist Use of Ability Grouping.
PY: 1984
NT: 35 p.; Best available copy. Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Educational-Policy; Grade-1; Instruction-; Models-; Primary-Education; Reading-Instruction
DE: *Ability-Grouping; *Academic-Achievement; *Classroom-Environment; *Elementary-School-Students; *Teacher-Influence
AB: Critics of ability grouping argue that, although the system permits instructional modification according to pupil ability level, it has harmful social and academic consequences for students in lower groups. This investigation asks two questions about the effects of grouping: First, does a student's within-class group rank affect his or her learning when individual ability and instructional content are held statistically constant? Second, do teachers utilize grouping in ways that have varied effects on student learning? OLS (ordinary least squares) regression test was performed on data collected through observation and testing in 12 Chicago-area first-grade classrooms. The

analysis revealed that group rank has a small effect on student learning in the fall but that the effect dissipates as the year passes. Two subgroups of classes were extracted from the sample, and the same analysis was performed again. In "egalitarian" classrooms, where teachers appeared to de-emphasize the distinctions between groups, group rank had no effect on learning at any time during the year. In "elitist" classrooms, the distinctions between groups were highly pronounced, and even with instructional content controlled, group rank had a sizable impact on learning. That effect increased as the year went by so that by May, students in a top group learned 74 more words than students in a middle group, even though both were taught the same number of words. The study thus suggests that the consequences of grouping are not inherently detrimental but rather depend on how grouping is employed. Teachers might be trained to de-emphasize the stratification system within the classroom even as they use it to organize instruction appropriately. (Author/RH)

AN: EJ366908
AU: Gamoran,-Adam
TI: Organization, Instruction, and the Effects of Ability Grouping: Comment on Slavin's "Best-Evidence Synthesis".
PY: 1987
JN: Review-of-Educational-Research; v57 n3 p341-345 Fall 1987
NT: This item comments on Robert E. Slavin's 1987 review article "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis" (see TM 513 011).
DE: Elementary-Education; Elementary-School-Students; Meta-Analysis
DE: *Ability-Grouping; *Academic-Achievement; *Student-Placement
AB: The commentator finds that Slavin's synthesis is limited by its failure to distinguish between school and classroom organization and classroom instruction as well as the lack of consideration of intervening circumstances. (SLD)

AN: EJ371422
AU: Gamoran,-Adam; Berends,-Mark
TI: The Effects of Stratification in Secondary Schools: Synthesis of Survey and Ethnographic Research.
PY: 1987
JN: Review-of-Educational-Research; v57 n4 p415-35 Win 1987
DE: Grouping-Instructional-Purposes; High-School-Students; Longitudinal-Studies; Research-; Surveys-
DE: *Ethnography-; *Secondary-Education; *Track-System-Education
AB: Ethnographic and survey analyses are used to assess the effects of academic stratification in secondary schools. Results indicate a need for longitudinal, quantitative research that is sensitive to actual dimensions of stratification in schools and to classroom conditions and processes that vary across levels of the hierarchy. (TJH)

AN: ED200902

AU: Grant,-Linda; Rothenberg,-James
TI: Charting Educational Futures: Interaction Patterns in First and Second Grade Reading Groups.
PY: 1981
NT: 32 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981)
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Techniques; Grade-1; Grade-2; Primary-Education; Reading-Ability; Reading-Research; Student-Teacher-Relationship
DE: *Ability-Grouping; *Classroom-Environment; *Group-Dynamics; *Interaction-Process-Analysis; *Performance-Factors; *Reading-Instruction
AB: Qualitative methods were used to analyze the social environments--or webs of interaction--in reading groups of varying ability levels. Ethnographic observations were conducted for 15 to 30 hours in each of eight first and second grade classrooms with ability-divided reading groups. A code scheme was developed to categorize the quantity and quality of time devoted to each reading-ability group; the discipline patterns in each group; the patterns of praise, criticism, and stated expectations for performance in each group; and personal relationships among children and teachers. The findings supported the notion that children in top reading groups, in comparison to children in lower ranking ones, had more opportunities (1) to learn academic skills, (2) to demonstrate personal competence, (3) to participate in autonomous, self-directed learning, and (4) to develop expectations for future academic success. The findings also suggested that students in top groups enjoyed more trust in their interactions with teachers, engaged in more equal status relationships with teachers, and had more opportunities to form close personal relationships with teachers. Collectively, the results indicate that internal social processes themselves contribute to subsequent differential opportunities for children placed in different ability-graded reading groups. (RL)

AN: EJ313552
AU: Haller,-Emil-J.; Waterman,-Margaret
TI: The Criteria of Reading Group Assignments.
PY: 1985
JN: Reading-Teacher; v38 n8 p772-81 Apr 1985
AV: UMI
DE: Ability-Grouping; Elementary-Education; Teacher-Role; Teaching-Methods
DE: *Grouping-Instructional-Purposes; *Reading-Ability; *Reading-Instruction; *Reading-Research; *Teacher-Attitudes
AB: Concludes that children's reading ability is not the sole reason behind their placement in particular reading groups and that teachers also consider such things as their ability to do academic work, work habits, classroom behavior, personality, and, occasionally, their home environment. (FL)

AN: EJ292635
AU: Hallinan,-Maureen-T.; Sorensen,-Aage-B.
TI: The Formation and Stability of Instructional Groups.
PY: 1983
JN: American-Sociological-Review; v48 n6 p838-51 Dec 1983
AV: UMI
DE: Elementary-Education; Group-Dynamics; Mathematics-Instruction; Reading-Instruction; Teacher-Role
DE: *Ability-Grouping; *Academic-Achievement; *Class-Organization; *Grouping-Instructional-Purposes; *Group-Structure
AB: Using empirical evidence from 48 classrooms, argues that structural and organizational factors affect the stability and the formation of ability groups in an elementary classroom, which in turn affect growth in academic achievement. Holds that teachers are often impeded from forming the types of groups most conducive to student learning. (CMG)

AN: EJ328933
AU: Hallinan,-Maureen-T.; Sorensen,-Aage-B.
TI: Ability Grouping and Student Friendships.
PY: 1985
JN: American-Educational-Research-Journal; v22 n4 p485-99 Win 1985
AV: UMI
DE: Elementary-Secondary-Education; Interpersonal-Competence; Longitudinal-Studies; Prosocial-Behavior; Reading-Instruction
DE: *Ability-Grouping; *Friendship-; *Grouping-Instructional-Purposes; *Peer-Relationship; *Social-Development
AB: The relationship between grouping and friendship is examined in a longitudinal data set containing information on students in 110 reading groups in 32 classrooms of fourth, fifth, and sixth grades. (Author/LMO)

AN: EJ329033
AU: Hallinan,-Maureen-T.; Sorensen,-Aage-B.
TI: Class Size, Ability Group Size, and Student Achievement.
PY: 1985
JN: American-Journal-of-Education; v94 n1 p71-89 Nov 1985
DE: Ability-Grouping; Classrooms-; Elementary-Secondary-Education; Group-Instruction; Teacher-Student-Relationship
DE: *Academic-Achievement; *Class-Organization; *Class-Size; *Teacher-Student-Ratio; *Teaching-Methods
AB: Examines the effects of class size on student achievement in classrooms in which teachers use whole class instruction and those in which students are in ability groups. Results suggest that classroom pedagogical practices mediate the affect of class size on learning. (SA)

AN: EJ383735
AU: Harp,-Bill

TI: What Do We Know now about Ability Grouping? (When the Principal Asks).
PY: 1989
JN: Reading-Teacher; v42 n6 p430-31 Feb 1989
AV: UMI
DE: Class-Organization; Educational-Research; Elementary-Education; Instructional-Effectiveness; Teacher-Student-Relationship
DE: *Ability-Grouping; *Academic-Ability; *Grouping-Instructional-Purposes
AB: Reviews research on the practice of ability grouping (the grouping of students for instruction by ability or achievement to create homogeneous instructional groups). Notes several negative effects of ability grouping, and discusses the implications of this research for classroom practice. (MM)

AN: EJ292498
AU: Haskins,-Ron; And-Others
TI: Teacher and Student Behavior in High- and Low-Ability Groups.
PY: 1983
JN: Journal-of-Educational-Psychology; v75 n6 p865-76 Dec 1983
AV: UMI
DE: Academic-Ability; Classroom-Observation-Techniques; Interviews-; Low-Income-Groups; Minority-Group-Children; Primary-Education; Teaching-Methods
DE: *Ability-Grouping; *Reading-Ability; *Student-Behavior; *Student-Teacher-Relationship; *Teacher-Behavior
AB: This interview and observational study examined differences in the behavior of teachers and students in high- and low-ability reading groups within 20 kindergarten and first grade heterogeneous classrooms, to determine if intraclass ability grouping interferes with the academic development of low-income and minority students. (PN)

AN: EJ328932
AU: Heller,-Emil-J.
TI: Pupil Race and Elementary School Ability Grouping: Are Teachers Biased Against Black Children?
PY: 1985
JN: American-Educational-Research-Journal; v22 n4 p465-83 Win 1985
AV: UMI
DE: Ability-Grouping; Black-Stereotypes; Elementary-Education; Interviews-; Questionnaires-; Socioeconomic-Status
DE: *Grouping-Instructional-Purposes; *Racial-Bias; *Reading-Instruction; *Student-Characteristics; *Teacher-Attitudes
AB: This study investigates the claim that pupil race affects the reading grouping decisions of elementary school teachers, causing Black children to be overrepresented in lower ability groups. These analyses failed to uncover evidence of racial bias, though Black pupils were more likely to be placed in the lowest groups. (Author/LMO)

AN: EJ366907
AU: Hiebert,-Elfrieda-H.
TI: The Context of Instruction and Student Learning: An Examination of Slavin's Assumptions.
PY: 1987
JN: Review-of-Educational-Research; v57 n3 p337-340 Fall 1987
NT: This is an examination of the assumptions made by Robert E. Slavin in his article "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis" (see TM 513 011).
DE: Elementary-Education; Elementary-School-Students; Mathematics-Achievement; Meta-Analysis; Reading-Ability; Track-System-Education
DE: *Ability-Grouping; *Academic-Achievement; *Student-Placement
AB: Slavin's 1987 review of research of between- and within-class ability grouping on achievement of elementary students is discussed, and its assumptions examined. It is suggested that recent theory and research make the Slavin review most useful from the perspective of historical analysis. (SLD)

AN: ED271510
AU: Kerckhoff,-Alan-C.
TI: Effects of Ability Grouping in Secondary Schools in Great Britain.
CS: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PY: 1985
NT: 50 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Analysis-of-Variance; Cohort-Analysis; Educational-Background; Elementary-Secondary-Education; Foreign-Countries; Longitudinal-Studies; Parent-Influence; Regression-Statistics; Sex-Differences; Social-Background; Tables-Data
DE: *Ability-Grouping; *Academic-Achievement; *Mathematics-Tests; *Reading-Comprehension; *School-Organization; *Scores-
AB: This paper reports the findings of an investigation of the effects of school organization and ability grouping on students' academic achievements in Great Britain. Data for the study came from the National Child Development Study (NCDS) conducted by the National Children's Bureau (NCB) of London. The NCDS surveyed virtually every child born in England, Scotland, and Wales during the week of March 3-9, 1958, and the present study included data from follow-up studies conducted when the cohort was 7, 11, and 16 years old. Types of schools attended by the cohort were: (1) comprehensive; (2) grammar; (3) secondary modern schools in the state sector, and (4) private schools. Some, but not all, of the schools practiced ability grouping. Measures included as control variables were social background, parent influences, and school influences. Results of the study showed that separation of students into ability groups had an effect on achievement test performance in both reading and mathematics. The four types of schools received students whose average earlier test

performance varied systematically in ways that were consistent with the social definitions of the schools. The several types of ability groups included students whose earlier performance suggested they had the designated levels of ability. (LMO)

AN: ED203303
AU: Martin,-Jeanne; Evertson,-Carolyn-M.
TI: Teachers' Interactions with Reading Groups of Differing Ability Levels.
CS: Texas Univ., Austin. Research and Development Center for Teacher Education.
PY: 1980
NT: 30 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Reading-Ability; Reading-Teachers; Student-Teacher-Relationship; Teacher-Attitudes
DE: *Ability-Grouping; *Grouping-Instructional-Purposes; *Interaction-Process-Analysis; *Reading-Instruction; *Reading-Research; *Teacher-Behavior
AB: A study was conducted to determine (1) if teachers treated differing ability reading groups within their classes differently, (2) if teacher behaviors affected mean group achievement, and (3) if so, if that effect was similar for both high and low achieving reading groups. The study involved 14 classes, 39 reading groups, and 277 students. The number of reading groups in each class varied from two to four, and the number of students in each reading group varied from four to thirteen. Classroom observers recorded academic interactions between teacher and student that were initiated by the teacher. The results showed that teachers used more nonvolunteer selection, preselection, and volunteer selection in lower ability reading groups than in higher ability groups. In addition, even though students in lower ability groups were reading on a lower level and answering more questions incorrectly than their peers in higher achieving groups, teachers praised them more often. Overall, teachers appeared to accommodate their behavior to the ability level of the reading group; however no significant relationship was found between teacher behaviors and student achievement. (FL)

AN: ED280888
AU: Maxwell,-Laurie
TI: Making the Most of Ability Grouping. Research in Brief.
CS: Office of Educational Research and Improvement (ED), Washington, DC.
PY: 1986
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; High-Achievement; Low-Achievement; Nongraded-Instructional-Grouping
DE: *Ability-Grouping; *Academic-Achievement; *Mathematics-Skills; *Reading-Skills

AB: This summary presents the major findings of recent research carried out at the Center for Research on Elementary and Middle Schools at Johns Hopkins University and published in "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis." The center examined more than 100 studies of five ability-grouping plans commonly used in elementary schools: between-class, within-class, regrouping for reading and/or mathematics, the "Joplin Plan," and nongraded plans stressing individualized instruction. The findings indicate that assigning elementary students to classrooms according to academic abilities, sometimes called tracking, does not raise pupil achievement. However, grouping pupils within a class for one or two subjects, such as reading or mathematics, can be highly effective. The grouping plans most apt to boost student achievement share at least three criteria: (1) they place students together according to ability levels in the specific skill being taught; (2) they are flexible enough to allow teachers to reassign students to different ability groups if their academic performance changes; and (3) they allow teachers to vary their pace and level of instruction to respond to students' needs. (Several sources for further information on ability grouping are given.) (JAZ)

AN: EJ343655
AU: Park,-Barbara
TI: Outdated Teaching Practices Hamper Literacy Development.
PY: 1986
JN: Highway-One; v9 n2 p67-70 Spr 1986
DE: Elementary-Secondary-Education; Special-Education; Vocabulary-Development
DE: *Ability-Grouping; *English-Instruction; *Literacy-Education; *Reading-Instruction; *Teaching-Methods; *Writing-Instruction
AB: Points out that traditional teaching methods, which have been replaced by more effective methods for the majority of students, are still used for low-ability students. Argues that these students need the best materials available and teachers who are knowledgeable about current educational theories. (SRT)

AN: ED222864
AU: Rowan,-Brian; Miracle,-Andrew-W., Jr.
TI: Systems of Ability Grouping and the Stratification of Achievement in Elementary Schools.
CS: Far West Lab. for Educational Research and Development, San Francisco, Calif.
PY: 1982
NT: 32 p.; Paper presented at the meeting of the American Sociological Association (San Francisco, CA, September 1982).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Class-Organization; Educational-Research; Elementary-Education; Grade-4; Intermediate-Grades; Reading-Instruction; Small-Group-Instruction

DE: *Ability-Grouping; *Grouping-Instructional-Purposes; *Peer-Influence; *Reading-Research; *Teaching-Methods
AB: A study tested two hypotheses aimed at explaining the "self-fulfilling prophesy" that results when students are divided into ability group systems. The differential instruction hypothesis explains achievement differentials produced by grouping systems in terms of the differential instruction received by students. The peer differentials hypothesis argues that differential outcomes in schools are influenced by patterns of peer allocation and influence. Subjects were fourth grade students in a single urban school. Two types of instructional grouping systems were analyzed: within-classroom grouping for reading instruction and across-classroom ability grouping. Although the self-fulfilling prophecy was at work in both grouping systems, the two forms of grouping affected the processes of peer allocation and differential instruction differently. Instructional processes and peer group formation tended to place students in lower strata of the cross-classroom ability grouping at a disadvantage, but to work in favor of students in the lower strata of the within-classroom reading group system. These results have implications for grouping research strategy and future research on grouping. (JL)

AN: EJ292395
AU: Rowan,-Brian; Miracle,-Andrew-W., Jr.
TI: Systems of Ability Grouping and the Stratification of Achievement in Elementary Schools.
PY: 1983
JN: Sociology-of-Education; v56 n3 p133-44 Jul 1983
AV: UMI
DE: Educational-Research; Elementary-Education; Peer-Influence; Student-Teacher-Relationship; Teaching-Methods
DE: *Ability-Grouping; *Achievement-Gains; *Peer-Groups; *Reading-Achievement
AB: Two explanations for the effect of ability groups on student achievement are discussed. One stresses the importance of peer groups, the other differential instruction. Little evidence was found that achievement differentials in elementary school grouping systems arise from either peer influence or from differential instruction. (Author/IS)

AN: ED250327
AU: Rule,-Judy-Gayle
TI: Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
CS: Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PY: 1983
NT: 143 p.; This paper received the 1984 American Educational Research Association Division H award for Best Report of Instructional Research.
PR: EDRS Price - MF01/PC06 Plus Postage.

DE: Ability-Grouping; Achievement-Gains; Achievement-Tests; Analysis-of-Variance; Elementary-Education
DE: *Grouping-Instructional-Purposes; *Mathematics-Achievement; *Multigraded-Classes; *Program-Evaluation; *Reading-Achievement
AB: This study investigated the effects of multigrade classes on student achievement in the Mesa Public Schools in Reading and Mathematics. Student achievement in differing abilities groups and levels was also analyzed. The District formed multigrade classes from adjacent grade levels to reduce class loads and number of teachers. Students retained their grade-level assignments and maintained there grade-specific curricula. The sample included 3,360 third through sixth graders in three groups: multigrade classes; single-grade classes from schools with multigrade classes; and single-grade classes from schools without multigrade classes. The 1981 and 1982 California Achievement Tests results were analyzed. Results indicated multigrade classes have no detrimental effects on reading or mathematics achievement with one exception: the mathematics achievement of average students. Using multigrade classes with only average/high students and identifying appropriate instructional techniques was recommended. An eight-page bibliography is included. (BS)

AN: EJ361951
AU: Slavin,-Robert-E.
TI: Grouping for Instruction: Equity and Effectiveness.
PY: 1987
JN: Equity-and-Excellence; v23 n1-2 p31-6 Spr 1987
AV: UMI
NT: Special issue on Ethnic and Ability Grouping.
DE: Grouping-Instructional-Purposes; Student-Placement
DE: *Ability-Grouping; *Academic-Achievement; *Elementary-Secondary-Education; *Instructional-Effectiveness; *Track-System-Education
AB: Reviews briefly the research on achievement effects of the following: (1) ability-grouped class assignment; and (2) student grouping alternatives that would accommodate learning differences among students. Discusses instructional effectiveness of those alternatives and their potential impact on segregation. (PS)

AN: EJ366906
AU: Slavin,-Robert-E.
TI: Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis.
PY: 1987
JN: Review-of-Educational-Research; v57 n3 p293-336 Fall 1987
NT: For related articles, see TM 513 012-014.
DE: Elementary-Education; Elementary-School-Students; Mathematics-Achievement; Meta-Analysis; Reading-Ability; Track-System-Education
DE: *Ability-Grouping; *Academic-Achievement; *Student-Placement
AB: Review of research of between-class and within-class ability

grouping on the achievement of elementary students. Ability grouping appears most effective for specific subjects with students remaining in heterogeneous classes most of the day. Cross-grade assignment for selected subjects can increase achievement. (SLD)

AN: EJ351742
AU: Sorensen,-Aage-B.; Hallinan,-Maureen-T.
TI: Effects of Ability Grouping on Growth in Achievement.
PY: 1986
JN: American-Educational-Research-Journal; v23 n4 p519-42 Win 1986
AV: UMI
DE: Attribution-Theory; Elementary-Education; Equations-Mathematics; Mathematical-Models; Mathematics-Achievement; Racial-Differences; Teaching-Methods
DE: *Ability-Grouping; *Academic-Achievement; *Achievement-Gains; *Educational-Opportunities; *Reading-Achievement
AB: This paper applies a theory of growth in academic achievement to the study of the effects of ability grouping on reading achievement. The theory sees students' ability and effort determining how they utilize opportunities for learning provided by instruction. (Author/JAZ)

AN: ED201971
AU: Stern,-Paula-R.; Shavelson,-Richard-J.
TI: The Relationship between Teachers' Grouping Decisions and Instructional Behaviors: An Ethnographic Study of Reading Instruction.
PY: 1981
NT: 30 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Research; Grouping-Instructional-Purposes; Intermediate-Grades; Labeling-of-Persons; Reading-Ability; Student-Teacher-Relationship
DE: *Ability-Grouping; *Reading-Instruction; *Reading-Research; *Reading-Teachers; *Teacher-Attitudes; *Teacher-Behavior
AB: An ethnographic study of small group reading instruction was conducted to learn how teachers' judgments of students' abilities influenced the way they grouped students for reading instruction and the effects of these grouping practices on teachers' planning and instructional behaviors. Two teachers and 20 students were observed over the course of a six-month period in a team-taught fifth/sixth grade classroom at a university affiliated elementary school. The results indicated that teachers group students on the basis of their reading ability. Once grouped, the group and not the individual child became the unit for many teaching decisions. Teachers' plans for the low-ability group differed considerably from their plans for the high-ability group. Procedures, decoding and basic comprehension skills, and highly structured assignments were prescribed for the low-ability group, while flexibility in procedures and assignments and an emphasis on sophisticated comprehension skills were stressed for

the high-ability group. (RL)

AN: EJ271995
AU: Wilkinson,-Louise-Cherry; Calculator,-Steve
TI: Requests and Responses in Peer-Directed Reading Groups.
PY: 1982
JN: American-Educational-Research-Journal; v19 n1 p107-20 Spr 1982
AV: Reprint: UMI
DE: Primary-Education; Reading-Achievement
DE: *Ability-Grouping; *Beginning-Reading; *Group-Discussion; *Questioning-Techniques
AB: The purpose of this study was to investigate first-grade children's use of requests and responses in their homogeneous reading groups. The results showed that ability groups differed in their use of requests and responses, and that particular aspects of requests predicted obtaining appropriate responses, which were almost always "on-task." (Author/BW)

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